



Making Your Mark Teachers' Resource

Age Range

EYFS

Key Stage 1

Key Stage 2

Curriculum Links

Art and Design

English

History

Number of Lessons

Four

Location

Church and School





Making Your Mark

Overview

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About this publication

Project Aims

- To explore what objects, signs and symbols are in a church.
- To learn more about the art and craft in a building.
- To learn more about the people who made and visited this building in the past.

Description

Students will investigate the heraldry inside and outside the church. They will collect ideas which they will develop into detailed heraldry drawings and 3D models back at school.

Suitable For

Churches with heraldry and/or masons' marks.

Find your local CCT church at visitchurches.org.uk

If you wish to deliver this activity in a church cared for by Churches Conservation Trust, please contact learning@thecct.org.uk to confirm availability and book the building.

If you wish to use a church not cared for by Churches Conservation Trust, please contact the relevant parish or diocese in advance.



Making Your Mark

Lesson One

Location

Church

Overview

Students begin to explore heraldry and masons' marks in a church and think about why they were needed

Aims

- To investigate how a sketch is used in creating art
- To recognise symbols and their meanings in heraldry
- To investigate what objects, signs and symbols tell us in an old building/church

Introduction

Begin the session by asking students to look around the building.

- What is a symbol?
- Why do they think people use symbols?

Discussion

Churches have lots of examples of symbols or heraldry (historic coats of arms or family crests) - show examples in the church.

A coat of arms is a unique design, on a shield, representing a family or a person.

- What could a lion or a rose mean?
- Where can you see heraldry in this building?
- Discuss heraldry - who may have used it and why?
- Why might a mason add their own mark to the stone they were working?



Making Your Mark

Lesson One

You Will Need

- Pencils
- A3 and A4 paper
- Colour pencils
- Clipboards or similar
- Heraldry examples
- Masons' marks examples

Activity

Students should explore the site in small groups, sketching the heraldry, masons' marks, colours and symbols in the church to generate ideas and learn more about the church.

Extension

Ask students to imagine and draw items which may have masons' marks on them.

Ask students to note down familiar logos from the modern world and consider why they are used.

Plenary

Share what you have found.



Making Your Mark

Lesson Two

Location

School

Overview

Students will use their sketches and examples of heraldry / street art to develop their design

Aims

- To create symbols and colours to represent themselves or their family
- To recognise symbols and their meanings in heraldry
- To create designs using their sketches

Introduction

Re-cap what the class learned about the church they visited, its heraldry.

- Can they remember what some of the symbols mean in heraldry?
- Why was heraldry used on tombs?

Discussion

Discuss who the people that created the heraldry were, objects in the church and building itself - artisans and apprentices.

- Today, what do people use to represent themselves?

Street art is often symbolic and represents something about the artist who created it - show some examples of street art. Discuss what the artist is telling you.



Making Your Mark

Lesson Two

You Will Need

- A3 and A4 paper
- Sketches from lesson 1
- Pencils and black pens
- Crayons and coloured pencils
- Tissue paper
- Glue
- Heraldry and Street art examples

Activity

Students are now going to plan their own heraldry/graffiti to represent themselves. They divide A3 paper into three sections and draw/collage ideas for their own design. They will use their sketches, heraldry / street art examples to help with ideas.

Extension

Talk to a partner to explore and develop your ideas.

Plenary

As a class share the ideas of several classmates and provide feedback.



Making Your Mark

Lesson Three

Location

School

Overview

Using their drawings from lesson two, students will develop their ideas to create a 3D version of their heraldry / graffiti. They will paint and decorate their sculptures with a lot of attention to detail, using different tones/shades and textures.

Aims

- To develop ideas from 2D to 3D
- To explore how to use clay
- To create a model using clay

Introduction / Discussion

Using their designs from lesson two, students discuss their ideas and the meaning behind the images that they have used. Students will decide on what design or elements from the design they will use to create a 3D version.

Demonstrate the process to make the sculpture.

Activity

1. Students scrunch one large sheet of dampened newspaper, to form a raised base for their sculpture.
2. Each student is given a large handful of clay.
3. Students create a ball of clay, pressing out any air pockets.
4. The ball is flattened to the thickness of a thumb.
5. The rolled out clay is draped over the wet newspaper. It should cover most of the newspaper - do not press the clay down onto the board!
6. Using tools (or glue spreaders if clay tools unavailable) students create their own heraldry sculpture.



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Lesson Three

You Will Need

- Air drying clay
- Table covers
- Aprons
- Newspaper
- Glue Spreaders or clay tools
- Heraldry / street art images
- Clay boards
- Pots/dishes for washing

Extension

Add more detail to the design, help to tidy the classroom.

Plenary

Students should talk to others about their sculptures. What they found difficult, what ideas they represent and how they made them.

Making Your Mark

Lesson Four

Location

School

Overview

Students will explore the use of colour and pattern. Then paint and decorate their heraldry / graffiti sculptures.

Aims

- To explore colour and tone
- To understand how colours are mixed to create new ones
- To understand how different colours and their meanings are used in heraldry

Introduction

Recap on previous lessons:

- What is the name of the person who created objects inside the church?
- How long did they have to train?
- Why were mason / merchant marks and heraldry used?
- What particular symbols mean in heraldry?

Discussion / Demonstration

Talk about the colours that were used in heraldry and what they represented.

Before students start to use paints, demonstrate how to mix colours.

Making Your Mark

Lesson Four

You Will Need

- Paint - white, colour etc.
- PVA
- Heraldry / graffiti images
- Water pots
- Aprons
- Brushes
- Table covers
- Tissue paper
- Palettes / plates / mixing boards
- Newspaper

Activity

Students will paint the sculptures white, this will make the next layer of paint a lot brighter. The white paint will dry quite quickly if applied thinly.

Once dried, students can mix and add colour.

Finally, add any interesting details using metallic paint.

Extension

Create a guide to their work - detailing the colours, symbols etc. they have used and what they mean.

Plenary

Show heraldry you have designed for a familiar adult, ask the children to decode it and guess who it represents.

Making Your Mark

Teachers' Notes

Graffiti and Street Art

The first pictures to appear on walls date back to prehistoric times. There are examples of graffiti found in Greek and Roman times at Hadrian's Wall and Pompeii. The word "graffiti" comes from the Greek word "graphein" meaning: to write or paint.

tate.org.uk/whats-on/tate-modern/exhibition/street-art/street-art-links-and-resources

In 2007 Churches Conservation Trust (CCT) commissioned 20th Century Fresco to create murals in the archway of St John the Baptist in Bristol. The murals are interwoven with heraldic and graphic motifs found on the fabric of two CCT churches and of other historic buildings in Bristol.

In 2011 and 2012 there was an annual street art festival, See No Evil, on the same street in Bristol

[youtube.com/watch?v=qfp6a0rEcqc](https://www.youtube.com/watch?v=qfp6a0rEcqc)

Making Your Mark

Teachers' Notes

Merchant Marks

Are similar to a logo or trade-mark today. They were used by merchants to show that the items belonged to them and acted as a guarantee to others that they were of good quality. Medieval merchants also used trademarks to identify their goods. These were sometimes incorporated into their tombs or gravestones.

[britisharchaeology.ashmus.ox.ac.uk/brass-rubbings/brass-rubb-
merchants.html](http://britisharchaeology.ashmus.ox.ac.uk/brass-rubbings/brass-rubb-merchants.html)

Masons' Marks

Date back at least 2,000 years. Throughout history they have been used as a way for masons to identify which pieces of masonry they have produced. In the past, the marks were also used as a way for masons to ensure they were paid for their work.

[warwick.ac.uk/fac/arts/scapvc/arthistory/staff/ja/research/masonsma-
ks/](http://warwick.ac.uk/fac/arts/scapvc/arthistory/staff/ja/research/masonsma-ks/)

Making Your Mark

Teachers' Notes

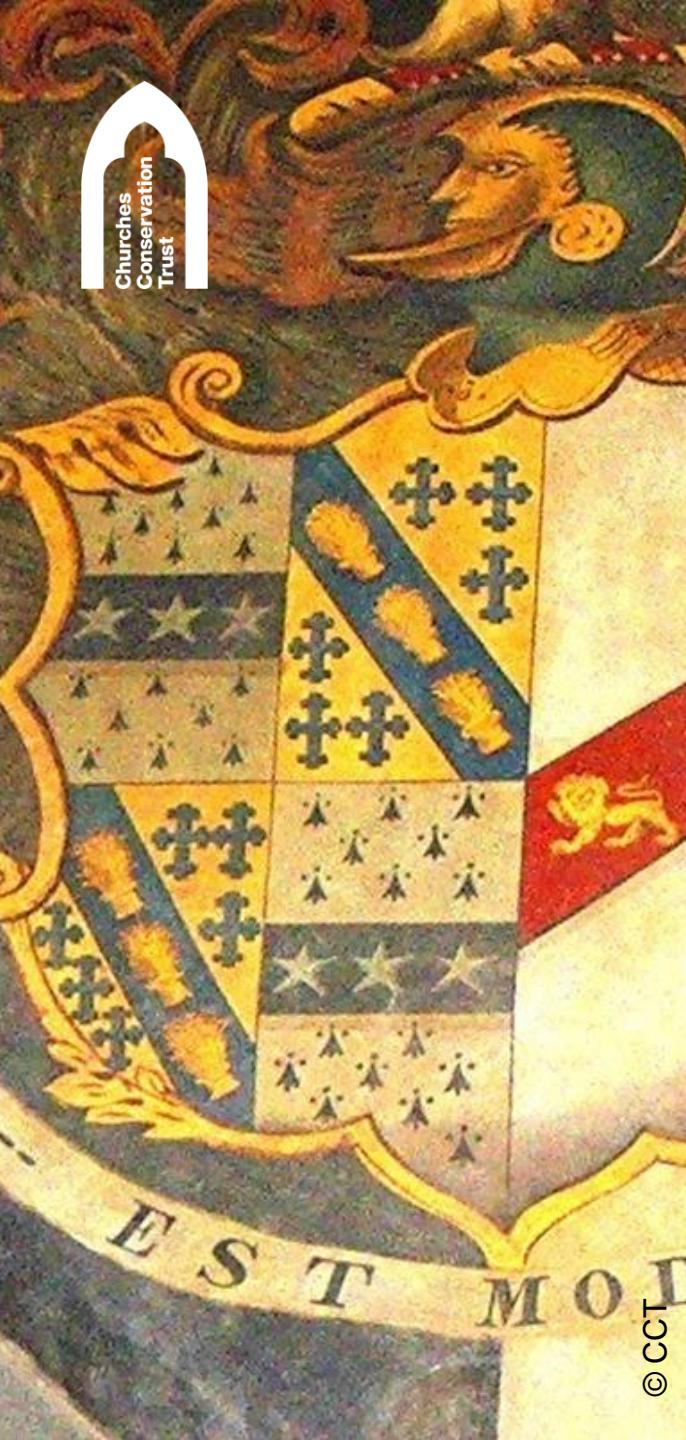
Heraldry

The way in which families and knights could be identified. On the battlefield, knights could be recognised by their crests and coats of arms . They were also used on tombs and graves to mark their last resting place. Explanation of colours and symbols in heraldry can be found here:

www.college-of-arms.gov.uk/

Artisan

Someone who made items or provided a service, e.g. stonemason, carpenter, locksmith or silversmith. An artisan who owned their business was called a master. Masters enjoyed a high social status in their communities and some would be able to read and write. An apprentice is a person who would assist and train to become an artisan. A journeyman is someone who had completed an apprenticeship, but had not become a master.





Making Your Mark

Teachers' Notes

Using Clay

When sticking two pieces of clay together – score the surface the piece will attach to and the bottom of what is going to be attached. Then use the tools to blend the two pieces together.

A small amount of water can be used to smooth surfaces – if too much is used it can cause cracking when drying.

If the clay is attached to the board, use a clay wire to remove. Try to encourage students not to push and smear the clay onto the board.

Using Paint

Wash and dry (using paper towel) the paint brush before dipping into a new colour.

Use a palette / plate / board to mix colours.

Use black paint sparingly.

In 2013 Churches Conservation Trust worked with The Architecture Centre, Bristol in the development of this resource.

architecturecentre.co.uk



This resource was created by CCT's Heritage Learning Team. To book a workshop, or if you have any feedback, questions or notice any problems with the resource, please get in touch:

learning@thecct.org.uk

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#adventuresinchurches

visitchurches.org.uk

Making Your Mark

Learning at CCT

Churches Conservation Trust (CCT) is the national charity caring for historic churches and their heritage. With over 350 beautiful church buildings in its care, CCT's collection includes irreplaceable examples of art, architecture and archaeology from over 1,000 years of history.

Our churches are unique spaces that inspire creativity and learning at every age and stage of life. For centuries, these special buildings have witnessed personal moments and the collective histories of the local community they sit in. Today, we work with diverse communities across England to encourage the use, enjoyment and appreciation of these important places; a fundamental part of our shared heritage.

CCT's Learning and Participation Team offers a range of inclusive activities for schools, families and adults taking place in local churches, within communities and online. We welcome people of all faiths and none to engage with the stories and investigate the questions contained in these historic places. Our churches are free to access and open to all.